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ABSTRACT

Reflecting the diverse philosophies and experiences of clinicians and practitioners, this book presents 30 essays that address the identification of reading strengths and weaknesses, assessment, and instructional strategies for remediation. Chapters in the book are (1) "The Role of Vision in Reading Disability" (Lois B. Bing); (2) "Problems with Auditory Processing" (Robert M. DiSogra); (3) "Emotional Difficulties of Disabled Readers" (Adella C. Youtz); (4) "Process Disorders: Auditory, Visual, and Graphomotor" (Robert C. Andrews); (5) "Neuropsychological Evidence for Subtypes in Developmental Dyslexia" (Margaret Semrud-Clikeman); (6) "Identifying Dyslexic Students" (Ellis Richardson and Barbara DiBenedetto); (7) "Concepts of Dyslexia" (Jack C. Westman); (8) "The Role of Technology in Reading Diagnosis and Remediation" (John E. McEneaney); (9) "Factors Affecting the Choice of Remedial Methods" (Lillian R. Putnam); (10) "Using Standardized Tests, Observations, and Nontraditional Assessment Techniques to Identify Specific Factors in Reading" (Phyllis DiMartino Fantauzzo); (11) "Using Informal Reading Inventories in Classroom and Clinic" (Jerry L. Johns); (12) "Documenting Children's Literacy" (Jeanne R. Paratore and others); (13) "A Model for Assessment and Targeted Instruction for Children with Reading Problems" (Steven A. Stahl and J. Michael Pickle); (14) "Collaborative Assessment in Language and Reading" (Lois A. Bader and Kathleen Balchak Fahey); (15) "Conversations with Children and Other Classroom-Based Assessment Strategies" (Marjorie Youmans Lipson); (16) "Are Decoding and Literature-Based Reading Programs Incompatible?" (Marilyn Jager Adams); (17) "Sample Remediation Techniques" (Catherine Bing Lipkin); (18) "Integrating Approaches to the Remediation of Reading Disability" (Barbara DiBenedetto); (19) "Decoding and Comprehension Instruction" (Marcia K. Henry); (20) "Reading Comprehension Instruction for Disabled Readers" (Katherine Maria); (21) "Intervention for Adolescents 'At-Risk'" (Mary E. Curtis); (22) "Developing At-Risk Readers' Oral Reading Fluency" (D. Ray Reutzel); (23) "Five Lessons to Increase Reading Fluency" (Timothy Rasinski and Nancy Padak); (24) "Five Misconceptions about

Effective Remediation" (Barbara J. Walker); (25) "Teaching Dyslexic Students" (Ellis Richardson); (26) "Teaching Mainstreamed Dyslexic Students" (Jo Ann Reinhart and RoseAnn Martinez); (27) "Seven Recommendations for Remediating Writing Difficulties" (Vicki A. Jacobs); (28) "Teaching Disabled Spellers" (Robert Schlagal); (29) "Spelling: The Foundation of Word Knowledge for the Less-Proficient Reader" (Shane Templeton); and (30) Using Computer Technology to Aid the Disabled Reader" (Ernest Balajthy). (RS)

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